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ABSTRACT

Reported are results of screening over 1,000 eighth or ninth grade students for learning disabilities, and suggested is an intervention program utilizing available local resources. The Currie-Milonas Screening Test is described as consisting of eight subtests to identify problems in the basic skills of reading, writing, language, or mathematics. Results indicated that 19.8 percent of eighth graders, 18.1 percent of ninth graders, and 28 percent vocational education ninth graders were reading at the fourth grade level or below. Proposed is an intervention program involving classroom teachers, reading teachers, remedial reading specialists, remedial math specialists, learning disabilities specialists, supplemental clinical tutorial services, or referral to special day or residential schools. (Author/DB)

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PROPOSING A MODEL ASSESSMENT AND INTERVENTION PROGRAM FOR LEARNING DISABLED ADOLESCENTS IN A TYPICAL SCHOOL POPULATION

by

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PROPOSING A MODEL ASSESSMENT AND INTERVENTION PROGRAM FOR LEARNING DISABLED ADOLESCENTS IN A TYPICAL SCHOOL POPULATION

Major emphasis and interest in screening tests for learning disabled children focus primarily on preschoolers and first graders. This attention is given to assessment of children's readiness for academic learning especially for the acquisition of reading skills. Longitudinal studies of children aged 4-7 have been done by deHirsch (1966) and her team of researchers in New York City resulting in the construction of a predictive index for the reading readiness of young children. Jansky and deHirsch (1973) have produced a screening test and diagnostic follow-up for 5 and 6 year old children. These tests are described in the book Preventing Reading Failure of which Jansky and deHirsch are the authors.

The recent great increase in readiness tests is indicated by the fact that 29 different readiness tests are listed in Buros 1972 seventh edition of the Mental Measurements Yearbook as compared to the listing of 8 such tests in the 1965 Yearbook. This interest in attempting to identify the high risk or learning disabled child before he fails in school has received considerable impetus from the widespread attention currently being given to special needs children in the research and popular literature in the United States.

Educators in other countries have tended to depend more on teachers' observations of young children than on readiness tests to identify children who are not ready for formal learning. Actually a survey done recently of U.S. school districts indicated that the Metropolitan Readiness Test (1969) is still the most popular screening test and that kindergarten and first grade teachers' predictability of academic problem children is high. In spite of the increased experimentation with readiness tests, it would appear that dependence on standardized tests and teachers' observations is the norm for

most U.S.A. schools. It is too early to predict the future of other screening tests such as the Jansky although considerable research has gone into this project.

Another interesting trend in screening tests is the development of behavior analyses by Adelman and Feshbach (1971) featuring a student rating scale. Items, dealing with the child's cognitive, affective and social functioning in the classroom, are an important part of the scale. Dependence on the teacher's ability to use this scale seems to be justified to date according to a recent article (1974) by these researchers. Stott and Morgan of the University of Guelph Centre for Educational Disabilities have also designed a behavioral analysis which seems to be promising. This analysis focuses on research done by Stott (1973) indicating that inefficient learning strategies characterize the high risk child. However, these scales will need more widespread use by teachers before their reliability can be determined.

Meanwhile, the interest in early screening tests predominates the educational scene and little attention is being given to the screening of adolescents who have severe learning problems. Because of the increased pressure placed on adolescents in industrialized societies to be functionally literate and competent consumers, the need for identification of the learning disabled adolescent seems important. Screening tests used with adolescents to date have encountered problems with administration and interpretation which have limited their usefulness. Also, the information obtained from the screening has been limited primarily to a small percentage of the tested population. Large scale screening is only justifiable in the opinion of many school administrators when it yields data which can be widely used by school personnel.

The Currie-Milonas Screening Test (1975) has been designed in an attempt to provide a measure that will identify adolescents who have severe learning

problems in the basic skills of reading, writing, language and mathematics. It also attempts to furnish data which will help school personnel to know the students who are and those who are not progressing as expected in the basic skills.

Description of the Test - Experimental Edition

The CMST consists of eight subtests divided into three major parts. Each part can be administered by a classroom teacher in 40 minutes. Part I consists of four subtests: a reading comprehension test, a written test of automatic recall of sequential information, a copying test and a test of auditory sequential memory. All subtests are written and are administered to an entire class with ample time limits. Part II consists of three subtests: a Cloze test of language, a written recall test of study type reading and a dictation test. Part III is a scaled mathematics test covering basic arithmetic and measurement grades 2-8.

The reading comprehension test is the key subtest for the determination of literacy levels. Graded reading selections, levels 2, 4, 6 and 8, are provided for administration to adolescents of grades 7 and 8. A paragraph at reading level 10 is included for the more able 9th graders who want to attempt it in the allotted time. All reading selections have been tested for readability using the Fry readability formula. Sample 1 shows Level B which is written at 4th grade reading level. The comprehension questions (Sample 2) contain ten multiple choice items measuring ability to identify main ideas, literal and inferential facts and to draw a logical conclusion.

Directions (Sample 3) attempt to encourage each student to develop the proper mind set for the reading test by reading carefully and being able to recall what he reads well enough to identify the correct response to each question. Based on research of the value of a scaled reading inventory, this

test proves to be (according to the data processed to date) a good measure of the reading levels of the students. The range is wide enough to encourage the severely disabled readers to try the test and to challenge the more able readers to do their best.

The answer sheet is numbered consecutively from one to fifty. The cut-off point is set at the point where a student falls below 70% on any series of ten questions. This 70% level is used to identify each student's reading instructional level based on criteria for informal reading inventories (IRI) widely accepted by the International Reading Association.

The results of this test are used to select Part II so that the Cloze (Sample 4) and written recall (content area) selections are matched to each student's reading level based on his performance on the reading comprehension subtest. The purpose of the Cloze test is to measure each student's ability to use the redundancy of the English language to aid him in understanding a selection. This use of closure involves knowledge of both lexical and structural words. Every fifth word is deleted.

The writing tests are designed to identify students who appear to have sequential memory, revisualization (spelling) and copying (visual-motor or dysgraphia) problems. The students are given three minutes to write the alphabet, days of the week and months of the year in sequential order. The copying exercise involves a 76 word article with 12 punctuation marks. The students are given seven minutes to complete this part of the test. These time limits were determined by preliminary testing done at the Gordon College Language and Learning Center. All adolescents used in this sampling had moderate to severe learning disabilities including several students having slow handwriting skill.

The fourth subtest involves five series of letters read slowly (one

series at a time) by the teacher and then written by each student. The series ranged from three letters to seven letters in length. This test is designed to measure short-term memory ability of auditory input involving sequential recall.

The tests cover the major academic areas in which adolescents with specific learning disabilities would tend to reveal deficits, namely, reading, writing, spelling and arithmetic. They also focus on major deficits of learning involved in processing information which are characteristic of the learning disabled child's performance. These include sequential memory (short-term and long-term), revisualization of orthographic information, revisualization of letter formation, auditory memory, language closure, organization of ideas for retention, visuomotor coordination and recall of basic number facts.

The Results of the Screening

Results of the screening of 474 eighth graders and 419 ninth graders comprising the entire school population of these grades have been analyzed. The community is located on the north shore of Boston and is designated as typical because the school population represents a cross-section of various social strata, including inner city and suburban adolescents. A typical ninth grade of a vocational-technical school was also administered the screening test.

Processing of data for the seventh grade is not yet completed. Screening of seventh graders was done in another community, and included the two junior high schools in the city and involved more than 1,000 students. This population also represents a typical cross-section of a city population.

First, the results were tabulated and the adolescents who showed severe deficits in reading, writing, language and mathematics were listed. Major classification was done of the entire population based on literacy levels. Because 99% literacy is a national U.S.A. goal of the '70's and forms the

"raison d'etre" of the Right to Read program, it was decided that the literacy classification would be the most useful and beneficial one to the school personnel. Focus was primarily put on functional literacy, which is defined to mean ability to read at eighth grade level, as a realistic goal for the eighth and ninth graders. The entire ninth grade population of a vocational-technical population was also included in the data analysis of literacy levels. Although functional literacy is set at fourth grade level in world population statistics as quoted by Malmquist (1973), this would be considered only a semi-literacy level in industrialized countries such as the U.S.A. The functional level of literacy means that a level has been attained in developmental reading ability to enable the individual to extend his range of knowledge independently and to read job applications, manuals, cookbooks, newspapers, government forms, directions for use of appliances, tools, food and medicines. The eighth grade reading level is commonly accepted as the level at which most of these functional materials are written.

Table 1 illustrates the results of the screening tests in terms of non-literates, semi-literates and functional literates. The classification of degrees of reading disability follows Debray-Ritzen's and Melekian's (1970) description of moderate to very severe reading disability for older students of two to four years or more of retardation (years below expected reading level).

The percentage of functional literates ranges from 36% for the ninth grade vocational students to 47.7% of regular ninth graders. The most significant classification is the 19.8% of the eighth graders, 18.1% of the ninth graders and 28% of the vocational students who were reading at fourth level or below.

Analysis of the matching of performance on the Cloze test with reading

comprehension scores are illustrated in Table 2. The match was consistent in 65.6% of the eighth graders tested and 73% of the ninth graders. The correlation between the performance on the two tests as worked out statistically was .46, which is significant. This result coincides favorably with research by Rankin and Culhane (1969) relating Cloze scores to instructional level in which every fifth word was deleted. A significant correlation of .83 was reported by Ransom (1968) in which performance on informal reading inventories with Cloze tests was compared. Jones and Pikulski (1974) also compared Cloze test and informal reading inventory scores, and Comprehensive Test of Basic Skills and Cloze test scores, obtaining coefficients of .67 and .73 respectively. In those studies preliminary practice in use of Cloze procedure and IRI was provided for the students before the actual testing commenced.

In revising the Cloze subtest of the CMST, time for student practice with one short paragraph will be included in the test booklet. This paragraph will be at fourth grade level difficulty and will have every fifth word deleted but will not be related in content to the test selections. This revision should result in a higher correlation between students' performances on the two tests and strengthen the reliability of the Cloze test.

Instructional reading level on the Cloze test was set at 31-56% accuracy on fourth, sixth and eighth grade reading levels. It has been noted that an analysis of the ninth grade results indicate that most students who scored below their reading comprehension scores on the Cloze test were in the slow sections of their grade and were reading at grade level 4 or at the expected reading ability of a 9 year old child.

A Model Program

On one hand, the research reports for efficient remediation of learning disabled adolescents are pessimistic as expressed by Goldberg and Schiffman

(1972) when they state "that within a prescribed 2-year treatment period approximately 80% of the second grade children were remediated in contrast to a 6% remediation of ninth grade students". On the other hand, more recently, successful programs with adolescents having severe learning problems are being currently reported more widely in educational journals. Perhaps we are beginning to realize that more adolescents can benefit from meaningful educational intervention than we thought. Holloway (1973), Director of the Right to Read, expressed the opinion of many educators and remedial reading clinicians, when she stated that illiterate adolescents should have a chance to change - to become literates. Her conviction appears to be genuine when she asserts that reading disabled adolescents can learn to read and can benefit by carefully designed programs which work in all socio-economic strata of society. Of course, these programs have to be adapted to the students who have learning needs and want to know what can be done to help them progress on the road to literacy.

The Hartford, Connecticut inner-city high school turn-around language program has been one of these successful programs for several years and has become a model for inspiring educators and adolescents to believe that severely disabled readers can become functionally and, in some cases, academically literate people. Many of us who have offered special tutorial programs to adolescents and adults during the years can support the opinion that we should not write off the learning disabled adolescent as hopeless. The risk (educationally and professionally) may be great but the results can be very rewarding especially to the adolescent who feels that he is a failure in a society that places so much emphasis on literacy.

A model program for the learning disabled adolescents in this population has to be initiated and developed by caring, competent people who believe that

all of these learning handicapped have the right to learn and also have the ability to do so. This expectant, self-fulfilling prophecy is one of the basic principles upon which successful educational procedures rest.

Study of the research literature yields many helpful ideas and encourages the personnel involved in this experimental assessment to devise a comprehensive program which will provide worthwhile educational intervention. Sheldon's and Sherman's (1974) article presents some excellent ideas on organization and grouping of special needs children. The IRA publication, Journal of Reading, has in recent issues presented some helpful descriptions of program emphases, including intervention to prevent dropouts, as described by Mulligan (1974). Frankel (1974) describes the program which she developed in a social studies class of poorly motivated seventh graders whose reading levels ranged from third to eleventh grade. Her major theme was integration of communication skills including reading with consumer education and projects of interest to the students. Stanchfield and Wiseman (1974) as English teachers describe specific procedures which they use successfully in teaching reading skills to secondary students. Emphasis is on cognitive skills development.

These articles are especially applicable to the community featured in this paper. It has a high dropout and delinquency rate. It is a typical adolescent population representing a cross-section of academically productive and non-productive students. About 20% of the ones who finally graduate from the high school will go to college. Some of them will complete the vocational high school course which is rated good. However, admission is limited to a selected number of young people.

Obviously, an intervention program for these eighth and ninth graders must be initiated as soon as possible. What type of program is feasible for this year, taking into consideration the existing personnel who are typical

classroom teachers including two developmental reading teachers, two remedial reading teachers, some part-time remedial math tutors, one speech therapist and two guidance counselors?

It would be well to recall Schiffman's conviction that the major emphasis of a successful program must be placed upon the training of the classroom teachers and not upon the addition of specialists. "I do not believe that the schools will ever solve or even contain this serious problem merely through the addition of large numbers of reading specialists or diagnostic and treatment clinics", he wrote (1972).

Therefore, the following steps are proposed as a suggested model program of intervention for this population:

1. Analyze the data to discern which functional illiterates would benefit from remedial reading or mathematics instruction (Group A).
2. Identify students (Group B) showing symptoms of specific learning disorders who need follow-up diagnosis or assessment. Their program will need to be basically different than Group A's program.
3. Select available key personnel who believe that a well-designed program will work. They should be willing to work as a team in planning and implementing the program. Special emphasis should be placed on recruiting classroom teachers to join the team effort.
4. Initiate an in-service training program for classroom teachers, tutors, and program consultants including on-the-job training. The initial phase of the program should consist of an intensive five-day workshop similar to the one implemented in cooperation with Ohio State University and described as an exemplary model for teaching learning disabled adolescents. This program described in Gearheart's (1973) book, Learning Disabilities: Educational Strategies emphasizes both

assessment and teacher training. It describes how to use the data already procured from the screening test, including which students need criterion-referenced reading skills tests to guide the teachers in setting up learning stations or other special grouping for instruction within the classroom. The proposed in-service program would also include a weekly workshop dealing with specific problems encountered in implementing the intervention program. Observations and demonstrations would be implemented by the specialists focusing on teaching specific reading skills related to the different content areas, how to help students select books which they will read, how to organize and group in a classroom, how to implement correct classroom innovations and management for the learning disabled. This program would be geared to the improvement of students who show moderate deficits (i.e., the sixth reading level group comprised of 344 students) in reading, writing and math. As many content teachers as possible should be involved in this phase of the program because these students are scattered throughout the present classes.

About 50% of the so-called able students appear to need assistance in study skills as indicated by the results of the Written Recall Test. Training in study skills instruction and practice should be given in the workshops and actual demonstrations presented in different classes. Also, some students of the 344 reading at sixth level will need special reading instruction three times weekly involving learning stations as a supplement to the regular classroom experience. A model on video tape is available - actually initiated as a reading skills center approach five years ago in three heterogenously grouped sixth grade classes. This model could be easily

adapted to eighth and ninth grades by the developmental reading teachers. Para-professional aides (one to assist each teacher, two in all) would be helpful assets especially to supervise the use of the A-V equipment, making of progress charts, and other individualized activities. Similar math programs would be developed.

Video taping of workshop trainees would assist in self-evaluation. Also resource specialists who will be brought in for the workshops would be video taped.

Students indicating symptoms of specific learning disabilities would be given special supplemental tutorial instruction during the same period of time, two days weekly.

5. The next step proposed is to focus on the severely learning disabled. A complete evaluation of the 83 persons in the eighth grade reading at fourth level or below or functioning at fourth level or below in math, would be undertaken. Tentative evaluation may need to be done in order to launch the program as the present core evaluation team procedure is slow. However, one of the remedial reading teachers is trained in teaching LD adolescents and has identified many of the LD students. Others have already been diagnosed as LD at community clinics. Consequently, the program could be initiated and complete assessment done as time permits. The LD consultant for the system plans to administer a WRAT Test to each of these suspected LD students.

In order to meet the needs of this group a rather different schedule should be planned. First, a team of specialists and teachers who relate well to this type of adolescent should be developed. There is no learning specialist available this year. One

should be recruited for next year. The two remedial reading teachers will need to carry as much of the load as possible.

Selection of students for the completely different schedules should be made on composite low scores on CMST (Screening Test), WRAT and Stanford Achievement Tests and teachers' questionnaire. The latter would also include questions on the behavior patterns of the students, degree of motivation and learning strategies used most frequently. Input from counselors would also be solicited. Students would be selected for different groups based on their instructional needs and behavior patterns.

Three periods of each school day should be devoted, (1) to meeting with remedial reading teacher for specific skills instruction based on major reading problems - Group A persons whose major skills deficiency is word identification skills and Group B students whose needs center on poor language development and reading comprehension problems. Group C students would meet in smaller groups and be comprised of students who need oral expression, written expression, intensive reading skills instruction and much practice for mastery and transfer. Severe behavioral problem adolescents should not be included in any one of these three groups. (2) A second period should be given to use of instructional tapes such as tape recorded textbooks, special pre-vocational and vocational materials, books of interest to the students, discussion groups for oral expression development, special language training using cloze procedures and language patterns materials. This class would replace the regular English period and be taught by English teachers who have aptitude to teach these adolescents differently, relate well to them and will use A-V materials

to develop language and reading ability. Writing will also be taught by use of overhead projectors, experience stories, spelling based on personal spelling files and other functional materials. Typewriters should be available especially for use of visuomotor handicapped students.

A third period would be planned and devoted to practice sessions for mastery of skills. Volunteers directed by a competent teacher who understands IPI and can work effectively to help students who need more help in understanding the skill being practiced and which has been taught in small groups in the class directed by the remedial reading teacher. These three teachers would need to work and plan as a team, meeting weekly on a regular basis, and using criterion-referenced test data, punch cards and instructional and mastery materials. The program should be coordinated and integrated as well as possible.

Another core team in math and science would be developed involving two periods daily in which tutorial math is offered. Practical projects such as budgeting, purchasing, study of local industries, etc. should be developed with the science and math teachers and tutors working together in planning and implementation.

Times for counseling should be scheduled as needed and each student should be responsible to one staff member whose job it will be to determine whether or not he is making the progress expected, cooperating with the program, keeping suitable reporting records, fulfilling contracts if this applies. One period daily should be utilized for learning by listening (social studies) and another for physical education, art, etc.

Hard core LD students (those poorly motivated to learn), the most severely disabled (still in learning to read stage - second level or below) and having concomitant problems should be referred to the learning clinic in the area (Language and Learning Center) and to a counseling clinic, if needed, which is available in the town. Some may need to be sent to a local day school in the area which caters to special LD adolescents. This would be necessary only if the parents and school are totally unable to cope with the learning problems.

This model will have to be modified as it develops. Support of the community should be solicited as soon as the program is planned by the professionals, students and parents.

Summary

The Currie-Milonas Secondary Screening Test seems to have promise as an effective instrument to identify adolescents who need to be referred for further evaluation and who need a specially designed integrated program in basic communication and math skills. It also provides valuable information to classroom teachers as to literacy, language and math levels of other students. A program of intervention needs to be designed and initiated as soon as possible being tailor-made to the resources of the school system involved and to the special needs of the adolescents. The intervention program should be imaginative. It should draw from the successful experiences of other secondary programs, focusing on the improvement of the integration of reading and math skills into the total curriculum. One of the major goals of the model program must be an ongoing training of classroom teachers in procedures for this integration. The major goal should be to improve literacy and learning throughout the entire population screened by the test.

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TABLE 1

CLASSIFICATION OF STUDENTS INTO LITERACY CATEGORIES BASED ON CMST READING-ACHIEVEMENT SCORES.

	GRADE 8		GRADE 9		VOC. (9)	
CLASSIFICATION	N	%	N	%	N	%
FUNCTIONAL LITERATES (READING LEVEL 8) NON-DISABLED	154	36.8	226	47.7	70	36
SEMI-LITERATES (READING LEVEL 6) (B) MILD DISABLED	182	43.4	162	34.2	70	36
SEMI-LITERATES (READING LEVEL 4) (A) SEVERELY DISABLED	72	17.2	73	15.4	42	21
NON-READERS (READING LEVEL 2) MOST SEVERELY DISABLED	11	2.6	13	2.7	11	7
TOTALS	419		474		193	

TABLE 2

COMPARISON OF READING LEVELS AS DETERMINED BY READING COMPREHENSION AND CLOZE TESTS - CMST

LEVELS (SAME)	GRADE 8		GRADE 9	
	N	%	N	%
8	117	27.9	181	38.1
6	111	26.5	115	24.2
4	47	11.2	51	10.7
TOTALS	275	65.6	347	73

Level B

SAMPLE 1

Some airlines carry more animals than people. All sizes of animals travel by air. Baby chicks are often airplane passengers. They may be riding on the same plane with an elephant or two.

Most elephants do not seem to like flying. They are better passengers if they have a friend along. Before takeoff, a chicken may be kept with an elephant and sent along as company for the elephant.

Thousands of fish go flying. They are put into plastic bags of water. Air is pumped into each bag, and it is sealed.

Animal plane passengers have their own likes and dislikes. Birds must travel in a light part of the plane. Snakes get along better in a dark place.

Animals usually are good passengers. If they become excited, they can be calmed by being talked to and patted.

Special animal stewards take care of flying animals. These people say that wild animals are better flyers than tame animals.

SAMPLE 2

11. This story is mainly about

a. airplane pilots.
b. animals traveling by air.
c. airplane passengers.
d. animals.

12. What do some airlines carry more of then people?

a. freight
b. soldiers.
c. mail.
d. animals.

13. The largest animal in this story to travel by air was

a. an elephant.
b. a horse.
c. a dog.
d. a crocodile.

14. They sometimes ship chickens with elephants

a. so there will be more room.
b. because chickens are afraid.
c. elephants act better with a friend.
d. so there will be eggs for the elephant to eat.

15. How do fish travel?

a. in plastic bags.
b. in plastic bags with water.
c. in plastic bags with water and air.
d. in tanks.

16. Which animals prefer a dark place?

a. birds.
b. snakes.
c. elephants.
d. chickens.

17. Who takes care of the animals when they travel?

a. special animal stewards.
b. special nurses.
c. zookeepers.
d. animal trainers.

18. How many fish go flying?

a. very few.
b. hundreds.
c. thousands.
d. none of these.

19. How do they calm horse passengers?

a. by covering their heads.
b. by playing quiet music.
c. by giving them drugs.
d. by talking to them and patting them.

20. Why do you think so many animals are shipped by air?

a. because animals naturally like to fly.
b. so they can go from one place to another more quickly.
c. it does not cost very much.
d. there are not enough trains and trucks.

CURRIE-MILONAS SCREENING TEST
(CMST)

For

SECONDARY SCHOOL

SAMPLE 3 | Examiner's Copy - Part I, Section I

To The Examiner:

This is not a timed test. However, every pupil should be encouraged to read as quickly as he can. Careful observation of the students is important. No one should be allowed to look at a selection again after he has commenced answering the questions.

Each pupil should have a test booklet, an answer sheet, and a pen. Read the directions to the students and ask them to follow the reading of them. Be sure that every student understands what he is to do before you give the signal to turn the page and begin.

Total time allotted for Part I. Please adhere to the time limits.

Section I - 20 minutes
Section II - 3 minutes
Section III - 7 minutes
Section IV - 2 minutes (for reading and writing)

Read the following directions to the pupils.

To The Pupil:

This is a scaled test, starting with an easy reading selection and proceeding to more difficult levels. You are to start reading the first selection as soon as you are given a signal to do so by your teacher. Read the selection carefully as you will be asked questions about the materials which you have read as soon as you have finished reading. You will not be permitted to look back at the selection for help in answering the questions. Therefore, it is very important that you concentrate on the ideas which you are reading.

As soon as you have finished reading the first selection, begin to answer the questions on the next page. Write the letter (a, b, c, d) of the best answer to each question on the space provided on your answer sheet. Then read the second selection carefully, turn the page, answer the questions, and continue in the same manner until you reach a selection that is too difficult for you. Stop at that point and wait for further instructions.

Turn the page and start reading.

CMST

Part II, Section I--Cloze Technique
Level A

SAMPLE 4

ICELAND: LAND OF FIRE AND ICE

Hot springs in Iceland? ___It's___ true. Not far from ___The___ shore, near the capital ___city___, Reykjavik, there are hot ___springs___, or cracks in the _____ ground where rising steam _____ clouds that look like _____. In fact, part of _____ city's name means "smoking." _____ is so much hot _____ in the springs that _____ is used to heat _____ homes, the city buildings, _____ large public swimming pools.

_____ large part of Iceland _____ covered with glaciers which _____ fields of ice covered _____ snow. No one lives _____ because it is cold _____ bare. There are also _____ volcanoes which erupt now _____ then, sending rivers of _____ liquid rock called "lava" _____ their slopes.

Other parts _____ Iceland, however, are grassy _____ which make good pasture _____. Here farmers raise sheep, _____ and ponies. The climate _____ not suitable for growing _____ and corn, because it _____ too rainy and cold. _____, grass and hay grow _____ in the long cool _____; the very cold winters _____ not kill them. The _____ is especially important because _____ can be stored for _____ the animals during the _____.

Many people in Iceland _____ fishermen. They fish for _____ and herring. When they _____ the fish in, they _____ them to freezing plants, _____ then load them on _____ to be sold in _____ countries.

These ships then _____ the fish to other _____, returning with things which _____ Icelanders cannot make or _____ in their own country.